

School and Teacher Demographics

Number of districts (CCD, 1998–99) 90

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
588	245	204	19	2

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
15:1	16:1	16:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
20,437	9,882	11,435	551	117

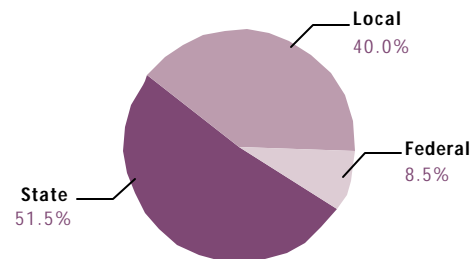
Public school enrollment (CCD) (By state definition)

	1989–90	1998–99
K–8	443,712	468,852
9–12	172,465	186,745
Pre-K	n/a	n/a

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	0.6	0.9
Black	41.1	42.0
Hispanic	0.3	1.2
White	57.9	55.7

Students with disabilities (OSEP, K–12)

	1990–91	1998–99
	n/a	13.6%

Limited English proficient (USED/NCBE, K–12)

	1989–90	1996–97
	n/a	3,202

Migrant (OME, K–12)

	1993–94	1998–99
	2,227	1,803

Highschool dropout rate (CCD, event)

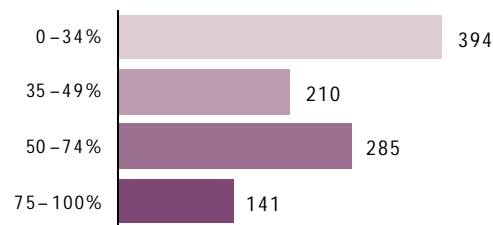
	1993–94	1997–98
	n/a	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994–95	1997–98
	58%	59%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998–99)



* 28 schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment

Beginning 2001: Rating based on percent students meeting standard (5 levels)

Expected School Improvement on Assessment

Rewards for high improvement of students using matched longitudinal data

Indicators for School Accountability

CRT scores

Title I Adequate Yearly Progress (AYP) for Schools

Annual improvement toward 75 percent Basic in E/LA and 70% Basic in Math

Schools Meeting Title I AYP Goal

424 (85.0%)

Title I Schools

Title I enrollment (USED)

	1998–99
K–8	197,844
9–12	6,882
Pre-K	n/a

Race/ethnicity (USED, K–12)

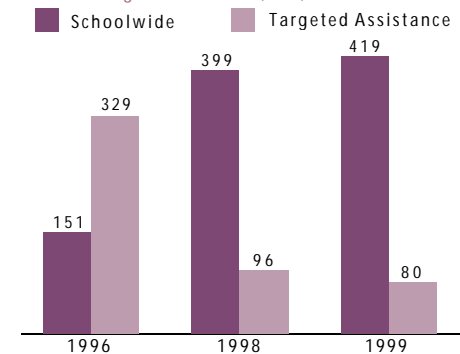
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	481	30
Asian/Pacific Islander	946	41
Black	124,604	3,950
Hispanic	3,408	88
White	75,841	3,197

Title I allocation \$96,977,396

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	35%	37%	26%	3%
Title I Schoolwide	43	37	19	1
Title I Targeted	30	38	29	3
Percent of School in Poverty	00–34 75–100			
LEP Students	63	30	7	0
Migrant students				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	45%	37%	13%	5%
Title I Schoolwide	55	34	8	2
Title I Targeted	39	40	16	5
Percent of School in Poverty	00–34 75–100			
LEP Students	57	36	5	2
Migrant students				

Grade 8

Reading/Language Arts

	Below Basic	Basic	Proficient	Advanced
All Students	38%	41%	19%	3%
Title I Schoolwide	51	39	10	1
Title I Targeted	29	43	24	4
Percent of School in Poverty	00–34 75–100			
LEP Students	85	15	0	0
Migrant students				

Mathematics

	Below Basic	Basic	Proficient	Advanced
All Students	49%	36%	10%	5%
Title I Schoolwide	63	30	5	2
Title I Targeted	38	39	14	9
Percent of School in Poverty	00–34 75–100			
LEP Students	71	29	0	0
Migrant students				

Assessment Information

Assessment Reported

Palmetto Achievement Challenge Test

Progress Toward Assessment Aligned with Standards

Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of “Proficient,” used since 1995–96

Students who perform at the “Proficient” level on the PACT have met expectations for student performance based on the curriculum standards approved by the State Board of Education.

Exclusion from Assessment

During the 1999–2000 school year, students who qualify for the PACT Alternate Assessment are exempt. Some LEP students may be exempt based on the curriculum standards approved by the State Board of Education.

Other Assessments

BSAP

Grade

Reading

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	22%
Basic level and above	55%	65%
Math, 2000:		
Proficient level and above	18%	17%
Basic level and above	60%	54%